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The Knothole

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# The Knothole, March 18, 1968

SUNY College of Environmental Science and Forestry Student Body

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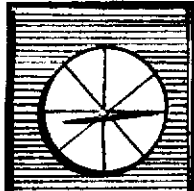
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S. U.  
C. F.

# THE KNOTHOLE

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18 March 1968

## GRADUATE STUDENT AID REACHES NEW HIGH AT FORESTRY

Financial support to graduate students reached a new high of a half-million dollars this year at the College of Forestry.

The money comes from various sources and is made available to the 241 graduate students enrolled, also a record number for the college.

About one-half of the graduate students are working toward Ph.D. degrees in the 10 specialized fields and several inter-disciplinary programs offered by the college, according to William L. Webb, Director of Graduate Studies. "Graduate student numbers have been increasing about 10 per cent a year," he said.

About three-quarters of all full-time graduate students receive direct stipends to support their work, and these average \$2,870 per year. Teaching assistantships and research assistantships are provided in all departments of the college, and currently there are 53 graduate students on the payroll. In addition, more than 100 students receive stipends provided from research grants held by faculty members.

In recent years there have been a growing number of fellowships financed by the Federal Government, Dr. Webb reported. At the current time there are 34 students receiving National Science Foundation Traineeships and National Defense Education Act Fellowships.

State University Newsletter  
Page 3 Vol. XVI No. 17

## PLASTICS ENGINEER'S AWARD

In 1963 the Central New York section of Plastics Engineers tangibly expressed their encouragement of young people to train as polymer chemists for the plastic industry. They established an annual grant-in-aid to be awarded to a student enrolled in the Wood and Polymer Option of the Forest Chemistry curriculum upon successful completion of Forest Chemistry 121, Introduction of Polymer Chemistry. The amount of the award is \$100. Applications are available in 107 Bray Hall. The deadline for filing an application is April 1. Financial need is not taken into consideration.

John R. Reeves

## STUDENT ACTIVITIES CALENDAR

The Student Activities Calendar in Marshall Lounge is set up for the use of students and faculty for posting of notices of meetings and activities of interest to the students. It is hoped that various organizations will use it so that activities can be scheduled with minimum amount of conflicts. If conflicts are seen in advance, the parties involved should make efforts to reschedule them if both programs are of interest to the same group of students. In this way the students will have a maximum amount of activities available.

This also functions as a central information area so that students can readily locate activity information. This in no way replaces the usual methods of posting and announcement.

All organizations are requested to give the following information to me for posting on the calendar as soon as possible via student mailbox:

Organization name  
Date  
Time  
Place  
Topic  
Speaker

Full cooperation of organizations will make communication clearer about activities between the student body and the organizations. If there are any questions be sure to see me. I can be reached through the student mail or at 474-0183.

Bob Bye  
Chairman, Student Activities  
Coordination Committee

## LETTERS TO THE EDITOR

DEAR EDITOR:

Eventually each of you may be asked questions concerning student activities fees. I ask that one does not jump to conclusions over what may seem to be a way to beat the system, a way to save money, or merely another way of saying one does not care.

As president of the Zoology Club, I feel qualified to defend student activity fees from the standpoint of a club. It is my hope, in writing this, that students in other responsible positions will defend student fees from varying viewpoints, be they class functions, barbeques, Tri-state meets, banquets, or others.

First let me state that the present \$35 fee is divided such that \$20 allows participation in activities of S.U., and the remaining \$15 carries a similar benefit for the

College of Forestry. Regardless of outcome of student activity fees, the \$20 will remain, the \$15 may not.

Perhaps one may choose to save the \$15. Distributed over the school year, less than \$.50 per week is realized. Is this small amount important? It certainly is from the standpoint of the Zoology Club.

If the Zoology Club had received the entire \$15 from 35 students we could have operated very well this year. However, due to the numerous activities, we receive only a small percentage. At 3%, which is seemingly high, we would need the support of 1050 students to maintain our present activities.

Each student does not participate in every activity, this goes without saying, but, by the same token, if students had to pay for everything they participated in, participation would necessarily drop as a matter of pure economics. To clarify this, let me site an example.

The Zoology Club shows a film at a program with average attendance of 80 students. With the rental fee varying, the minimum cost per student could be \$.12 or less. If 20 students attend, as could be the case if few pay activity fees, cost per student rises above \$.50.

Another activity will draw participants from other segments of the student body. Contributions from all segments help EVERY activity.

In the future a decrease in the number of students paying activities fees will result in either a decrease in the number of activities available or an increase in the student fees for those willing to pay.

Think back over this past year. Was participation in college activities worth \$15? No? How about the help you gave to those who enjoyed the activities you helped maintain? It was a good year, and we sincerely appreciate your support.

Bruce E. Robinson

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Deadline: *8:00 P.M. MONDAY*  
*MARSHALL MAILBOX*

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## CRITIQUE OF THE TEST

"Students I have your tests corrected, and as you can see from the distribution of your grades, which I have put on the board, many of you received A's and B's. I am sure there is an old copy of the test floating around somewhere. You people that didn't receive A's or B's must study harder and obtain better grades. People who get only C's do not get anywhere in life."

"Another aspect of this test is that there were too many A's and B's, the grade distribution did not follow the normal curve. Next time I will make the test harder, so more of you will get C's and the grade distribution will fit the normal curve."

"Yes, I will repeat the question the student just asked, 'Did it ever occur to you that all the students that received A's and B's are all A and B students, and worked hard to become A and B students?' .....

Jay Vee Bee

## SUMMER SESSION

A meeting will be held for all students scheduled to attend the summer session in Field Forestry at Pack Demonstration Forest this summer. It is scheduled for Thursday, March 21, 1968, at 7:30 P.M. in Marshall Auditorium. Richard V. Lea, Director  
Summer Field Session

## WOODCHIPS FOREVER

The Woodchips will meet for an informal social evening, featuring a recipe exchange on the 19th of March at 8 p.m. Everyone please bring a copy and a sample of your favorite recipe. All are welcome. Meeting will be at Mrs. Duerr's home, 121 Windsor Ave.

Yvette Cranston  
Secretary  
Woodchips

## ZOOLOGY CLUB NEWS

The Zoology Club has been very successful so far in our drive to collect federal migratory bird hunting stamps for Ducks Unlimited.

Ducks Unlimited is a private, non-profit organization dedicated to the conservation and propagation of North America's waterfowl as a valuable natural resource. This organization is working on one of its biggest projects to date, in Manitoba, and is in need of help from all conservation minded people.

The importance of Ducks Unlimited's projects can be shown by the results of the 1967 hunting season. The pre-season forecasts showed a possible near record fall flight, but the actual results of the breeding season were somewhat less spectacular.

There were several reasons for the poor fall flight. There was poor nesting success due to late spring storms, followed by drought conditions covering a widespread area in Canada. It should be noted that through the drought period, the some 150 Ducks Unlimited projects in the same area remained in excellent condition and were extremely valuable as salvage and brooding areas for birds displaced as a result of the drying up of adjacent natural waterways.

This information from Ducks Unlimited fall publication gives definite proof for the need to support this organization in all of its efforts.

The Zoology Club would like to thank those who have contributed, so far we have collected a dozen stamps and a ten dollar contribution. There is still time to donate to this cause, the Zoology Club will be collecting stamps until April 15.

Thank you,

Joseph Curatolo  
Recorder  
Forest Zoology Club

## IN DEFENSE OF SUMMER CAMP

Several students have questioned me why I believe Summer Camp is essential in the Resource Management and Forest Biology curriculums. My thoughts are as follows:

1) Regardless where the College of Forestry graduate ends up in his chosen profession or science, whether he becomes a paper shuffler in a fifth-floor office, a man for whom trees are just number in a flow chart, or whether he becomes a test-tube biologist who never again sees a tree growing in its natural habitat, regardless, EVERY student as part of his educational experience should spend at least one summer in forest communities - studying, experiencing, sensing that which is the "raw material" of our profession, namely, forest stands. I fear that in our rush to sophistication through specialization we are isolating ourselves from the forest ecosystem, we are losing our perspective of trees as living things; our students are year by year getting less and less contact with trees as growing organisms and forest as dynamic com-

munities. I contend that there is a substitute for time spent in the wood, and that any time spent in the forest environment is a learning experience, regardless what physical activity you may momentarily be engaged in. Whatever may be one's eventual professional-scientific goal, everyone connected in any way with forestry and related professions should have a summer experience in forests as part of his educational background. Missed courses and subject areas can be made up, but a missed summer's experience during one's college years is not easily recovered.

2) The ten-week Summer Session decided upon three years ago was in fact an eviscerating compromise. Two camps - Spring Camp of the junior year and Summer Camp from the sophomore year - were combined into one, the present Summer Session in Field Forestry. That in itself was compromise enough in the eyes of some people, but for the Forest Biologists we also cut out essentially all the professional forestry courses; in addition to Spring Camp, we dropped:

General Forestry 1	2
Surveying, summer camp	4
Mensuration, summer camp	3
General Forestry 2	3
F. M. 99, Mensuration	3
F. M. 100, Mensuration	2
F. M. 4, Harvesting	2
WPE 4, Products	2
Silv. 106, Reforest.	2
F. M. 196, Planning	3
F. M. 112, Adm.	3
G. F. 195	2

In place of these 31 hours, we substituted the 8 hours of forestry-oriented work in the Summer Session. And now we have just cut even that down to 4 hours. Is 31 down to 8 down to 4 a "compromise"? For myself, I could rationalize a reduction to one summer if "dirt forestry" in the new curriculum, but cutting it back further to 4 hours is simply ridiculous!

3) And if 4 hours is ridiculous for biologists, what is it for resource managers whose life work centers on managing these forests stands? Is his knowledge of that which he is to manage to come from books alone? At that rate, we are

ing to turn out a generation of foresters who are so separated from their resource base in terms of personal knowledge and experience that they will remind one of the city boy who thinks milk comes from cans. Can a forester who professes to know enough about forests to manage them really understand his duties if he has never lived and worked in a forest? I doubt it.

4) College is training for life, not just a role in some profession. We need well-educated citizens who have a broad view of forest values and the needs of society. The "production" forester of yesteryear who saw trees merely as cellulose cemeteries, this forester is in fact becoming obsolete and is disappearing from the modern scene. The man making decisions on forest land resources now, in the last half of the twentieth century, this man is making decisions on needs of future generations whose resource base will be quite unlike that of today. The resource base now is primarily for tangible forest products; in the future, it will be for this PLUS values associated with people being in the forest. Instead of thinking of forests only as sources of wood, the resource manager will think of forests also as places where people live a portion of their lives. The forests will be managed for continuing services, not just forest products that yield 6% profit. In brief, millions of acres of forest land, I believe, will be managed strictly for the preservation of the ecological integrity of the land, to maintain a healthy natural ecosystem. Of course, we will have our production forests to supply wood for the physical needs of the extant generation, but at the same time other forests will be managed as "natural forests" to provide esthetic services and indirect values for the next ten or twenty generations. The worth of these forests will be judged not on sawlogs removed but on human lives enriched, the more rewarding lives of the people using the forests for recreation and relaxation. Human products, not forest products. We are presently turning out the resource managers needed for the production forests, men who think of forests in terms of dollars and cents, but where will we find the

"ecology" managers whose purpose is to preserve the forest undamaged for future generations? These will be men who have a feeling for the land and forest communities, for their ecological relationships, men with an ecological consciousness who are concerned with the use of the land by the people; their orientation will be toward the people using the land and how this use-without-abuse can best be achieved within the ecological regulations of the forest communities.

My point here is simply that the resource manager of the future, who will just as likely manage for ecological objectives as economic, will be better able to make wise decisions on how to manage for these esthetic-ecological goals if he himself once lived a short period in the forest, where he became aware of just what it is that attracts people to forest communities. Doctors study in hospital wards as well as laboratories, lawyers study in courts as well as libraries, and foresters must study in forests as well as classrooms.

5) I turn a deaf ear to those who say the profession no longer needs men with a summer camp experience. This feed-back from certain industrial foresters may be a fact but it must be judged for what it is worth, an echo from the past. If you accept the thesis at face value, you are letting yesterday's forester dictate today's educational requirements. Such perspective backward is just that, backward, toward yesterday's profession. I firmly believe that instead of training foresters solely for the business side of forestry - the exclusively sawlog-oriented forester - we should train an equal number of our students for TOMORROW'S job, jobs which are only now coming into being, jobs yet to be conceived, jobs which are concerned with people and with the ecology of their forests. If you are a student, that is where your future, the future of the new generation, lies. The forester of 1970-2000, the time

when you will be practicing your profession, will not only be concerned with logs and pulp sticks, but also people and trees, and the ecological relationships between the two. Our professional past has been one of production forestry; preservation forestry is the wave of the future. The forester who will ride that wave is the forester who is grounded in ecology and human values as well as traditional forestry topics, the forester who understands the forest as a functional ecosystem, the forester who knows and feels and understands ecological principles as well as economic limitations. These things come from experience in the forest, not textbooks alone.

The forest itself is the greatest tool we have in the education of a forester. Let's not isolate ourselves from it.

E. H. Ketchledge  
Professor of Forest Botany

\*\* Since preparing and submitting my article on the summer camp question I have received the March issue of AMERICAN FORESTS. The two-page editorial, pages 12-13, is entitled "Foresters Belong In The Forests" and refers to the statements on the question made by two of our own graduates, as well as reporting on what is the position of summer camp in the curriculum at several forestry schools elsewhere in the country.

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The KNOTHOLE STAFF wishes to thank GENE BRESSLER and TERRY DEWAN for designing and drawing the new masthead. This masthead will be used for the rest of the spring semester.

STAFF

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## DEAR FACULTY ATHLETES

We, the graduate stumpy basket-

ball team, hereby challenge you to a post season exhibition game (we need a laugh). It is, of course, doubtful if you can muster enough courage, let alone athletic prowess, to accept the challenge although several of you have been spotted stumbling and thrashing about in the gym during noon hour. Challenges gladly accepted by either:

P. L. Weaver - Silviculture Department

R. E. Andrus - Botany Department

## WALKING

It's been so long  
Since with a friend I've walked along  
The path in the forest that leads  
Down through the trees  
To our cool and peaceful stream.

To forget the sensation of its flowing  
O'er our bodies still growing  
Would truly be an end.  
Should we not bend  
Our strides once again to its shore?

The smell of fragrances so pure  
That tells us for sure  
Spring rains will fall, birds will sing;  
Their calls will ring  
And usher in green with their minstrelsy.

Nature's newest youth reflected in the  
brook,  
Alive again the life our Mother took  
A short season ago  
To let the north blow  
Her blanket of purity o'er the dead.

We'll walk again, the life renew  
That we once knew.  
To search the water's blue  
And find the truth in God and you  
Will make me young again.

Craig Greene